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HOLLY THE LEAF

VOL. 26 — NO. 1

SALISBURY STATE COLLEGE, SALISBURY, MARYLAND

SEPTEMBER 15, 1966

Growth Is the Keynote of College's
40th Anniversary

On this, its 40th Anniversary, Salisbury State College is in the midst of an unprecedented period of growth. The campus is graced with magnificent new edifices and pocked with holes that will bring forth more new buildings increasing the physical plant greater than at any time in the school's history. Salisbury State College faces the same problem as many other institutions of higher learning; to wit, the student capacity depends upon the building program. The Freshman Class of 1970 will number approximately 250 or nearly the same as last year's. The reasons for the enrollment remaining static are the shortage of housing facilities and the nature of the population on the Eastern Shore. The New Men's Dormitory presently under construction is the last dormitory to be built with state funds. The projected date of occupancy for

the New Men's Dorm is September, 1967. The general contractors, Charles E. Brohawn and Brothers of Cambridge, made a final low bid of \$449,000 but the state refused to let the contract until the sum was reduced to \$379,000. This is the same amount for which the other two dormitories were built. All future dormitories will have to be financed by student fees and the sale of bonds. Although the main source of funds for dormitory construction has been removed the building program has not remained static. Another Women's Dormitory is planned with a capacity of 150. This building will front on Camden Avenue and complete the quadrangle of dormitories. Construction has incipiently begun with test borings made during the third week of July. Dean Orem E. Robinson, Jr. said that the facility will be ready for use

in September, 1968. The total number of students the new dormitories can house is 254.

Heretofore the College was supported and controlled mainly by the State of Maryland. The 1965-66 session of the General Assembly passed a bill that stipulated only classroom facilities will be built with state funds. The Board of Trustees have forecast that the tuition of Salisbury State will be approximately the same as the University of Maryland. This far-seeing plan of giving the State Colleges more autonomy is for the purpose of encouraging an even higher rise in the quality of higher education provided by these institutions. Public funds are being quickly allocated for educational facilities since construction is proceeding on the new three-story Science Building.

Before long the numerous build-
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Enlarged Dean's Office Heralds
Better Student Services

Salisbury State College is proud to welcome to its portals Mr. George P. Volenick, the new Assistant Dean of Students.

Mr. Volenick is a native of Cleveland, Ohio, and a graduate of Ohio State University with a Bachelor of Arts degree. He earned an LLB degree from the Cleveland Marshall Law School of Baldwin Wallace College, Cleveland, Ohio.

A veteran of service with the United States Army in World War II, Mr. Volenick was engaged in private law practice and in business as a counselor in city government prior to coming to Maryland where he taught in the public school system of Wicomico County as an instructor in the science department of James M. Bennett High School, Salisbury, Maryland.

He has recently completed participation in a research project sponsored by the University of Maryland investigating MSX, the disease affecting the oyster industry.

The Volenicks, who have three



Mr. George P. Volenick

children, live at 124 Carolyn Avenue. Mr. Volenick holds membership in the National Education Association and the Maryland State Teachers Association.

Mr. Orem E. Robinson, Jr., Dean of Students, said that this move does not constitute a departmental reorganization but rather a re-

vamping that would provide for better student services. The modernizing trend in personnel relations is away from the Dean of Men, Dean of Women arrangement into the successive ranks of Deans of Students. The growing enrollment has increased the amount of work and the number of services needed. Heretofore some student programs had been handled piecemeal by other officers but Dean Robinson said all student affairs will be concentrated into one facility.

Associate Dean Audrey Stewart will still work primarily with the women while Deans Robinson and Volenick account for the men. The new Dean will work primarily with the men starting with this year's freshman class. He will be advisor to the Men's Dormitory Association and will be present at the meetings of the Dormitory Council. His office will be responsible for loan programs, financial affairs and counseling. An emphasis is to be placed on employment counseling for the graduates. The advisory capacities are further enlarged to better cover academic, personal and vocational counseling. This same office handles the many mundane affairs of the campus such as housing, parking,
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Welcome Freshmen!



Dr. Wilbur Devilbiss, President, Salisbury State College

President's Message to Freshmen

It is a real pleasure to officially welcome all of the young men and women who are entering Salisbury State College for the first time this September. It is my hope that each will find this new adventure most worthwhile. It can become for each an exciting experience while at the same time it is most exacting in its demands upon your time and effort.

Someone has said "I am only one, but I am one. I cannot do everything, but I can do something. What I can do, I ought to do. And what I ought to do, by God's grace, I will do."

Salisbury State College is a place in which each student is given an opportunity to learn how to learn. It is not a place to pass a specified list of courses with acceptable grades, receiving a diploma at the end of four years as evidence that he has been through college. Rather it is a place where the academic, social, cultural, and spiritual programs of the college are arranged to provide stimulating and elevating experiences for each student. For this to happen, it is necessary that each student bring to the college a high degree of motivation and a desire to learn and improve. It also means that he must be willing to pay the price that success in college demands.

Campus Clubs for
Freshmen

An integral part of campus life is the various clubs devoted to particular fields of interest. They serve to provide an outlet for the students' creative talents and further enhance the appreciation of that club's particular goal. Each organization has a definite end and returns its members' efforts with many rewards. Not only do the students further enlighten themselves by their work in the respective organizations but they also contribute to the soundness of the foundation and stature of Salisbury State College. Many of the clubs are open to anyone who expresses an interest in the organization. Herein lies a pitfall that has proved a nemesis to many an organization president and caused no small number of headaches for the active mem-

bers. No functioning club needs to be encumbered with excess baggage showing neither interest nor ability to complete assigned tasks. A cardinal point for freshmen to remember is "Be Selective." Choose that club in which you are most interested and most willing to contribute hard work. The credit you engender will be your own as well as the club's and prove you to be a worthy person.

The first organizations resident freshmen encounter will be their respective dormitory associations. All residents of the dormitories are automatically members of their proper organizations.

Dormitory women abide by the rules and constitution of the Women's Dormitory Association. There are various committees, open to any dormitory resident, which undertake projects decided upon by the W.D.A.

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Welcome Freshmen!

I would like to begin this article by greeting all of the student body, new and returning. The editor has asked me to confine my remarks in this first literary venture to the members of the freshmen class.

As most of you new acquisitions to Salisbury State College read this (as you will almost all printed matter given you these first few weeks) you are probably in a rather confused state of mind. Don't let it get you down. Every upper classman in the place was in the same state of befuddlement when he started out. You will do no worse than your noble predecessors.

To be honest with you, your biggest problem will probably be dividing your time properly. There are so many activities, clubs, projects, *et cetera*, not to mention the ever present books, that choices are often difficult to make. Between "kicks", culture, and books, 24 hours doesn't seem to go too far. Learn to budget your time wisely and you'll have half the problems connected with college licked. (And with these few words, the wise old sage will now strike his tents and steal quietly into the night.)

Not to slight the Student Government Association, however, I urge all of you to turn out for the first few board meetings. It might prove interesting to see how your fellows will divide up \$21,000 among the different organiza-

At a loss to find a cap to these few poor lines, I can echo Tiny Tim in saying, "God bless us all."

MICHAEL GARRICK

Student Government Association President
1966-67



Mr. Michael Garrick

Bookstore Schedule
Announced

The College Bookstore in the new Student Union Building has announced it will be open for the sale of books from September 12 through 17 on a special schedule to facilitate the purchasing of books.

On Monday and Tuesday, Sep-
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"That New Freedom"

As freshmen you enter a milieu totally alien to your minds and instincts; a habitat in which you either must adapt your body and mind to insure your survival or go the way of the extinct species. This is not some sort of evolutionary process here we would commit a theological heresy to say that it were. The freshmen experience a treatment better known to blacksmiths than to biologists for the first year of college is a fire and forge for the mind and disciplines. Before you embarked upon this intellectual journey you thought only the thoughts that were right, meet and proper. To question the precepts of The Establishment or violate their codes of dress, conduct, etc. would insure a quick and thorough condemnation from your elders and the large majority of your peers. The pressures of conformity in the youthful years are probably greater and more exacting than the suburbias of Whyte. Rebellion may be an expressed opposition to the older generation but any open-minded moron can see that all the youthful rebels look alike, smell alike, talk alike, and are blessed with the same scarcity of thought. Most of the "hairtree" and "crudball" types one sees in a social vortex like Ocean City are elements of a drifting, rootless, segment of the population that are lacking in judgments, values, or concepts be they either liberal, Communist, or Hottentot. Therefore this leaves only crushing conformity not revolutionary idealism.

The freshman entering college are probably possessed of an orthodox haircut, orthodox clothes, and possibly even a few orthodox ideas. Then suddenly they find that college is a process of questioning, probing, seeking, and learning how to learn. Finally there is the realization that the world has seen many great men whose heads were filled with thoughts that do not coincide with what the statu's quo preaches. The ideas prove essentially one thing: that the great majority of the people are too stupid to grasp an idea that would benefit the world. Revolution is part of the American heritage but just as a trunkful of old clothes from a deceased relative the trousers do not fit and the coat belongs to a bygone era. A revolt starts with either of two things: ideas or megalomania. At this point you probably ask, "Why all the talk about revolution?" But that question can be answered by another question. "What is the most popular concept of today's collegian?" Yes, Virginia, you were right again!

The college student is charged with a double responsibility to first secure an education that is worthy of the time and money spent and lastly devote his acquired talents to the betterment of his country. If we wish to speak in terms of change the college student could best be phrased the responsible revolutionary. College offers the freedom to think and work for change. But consider for a moment the words of the archetypical revolutionary: "Some day this world, now seemingly so composed and eternal, to the edges of every sea shall be merely a tangle of gaping trenches, of crushing walls and broken bodies." A picture like that surely does not offer much hope to anyone except those who love destruction. It is interesting to note that Mikhail Baukunin made some remarks that taken out of context would be more applicable to our present-day democracy than to his philosophical anarchism. He said, "Social solidarity is the first human law; freedom is the second law. Thus respect for the freedom of someone else constitutes the highest duty of men."

Freedom implies lack of restraint and once in college all of the old fetters are removed so that you may do as you please. No one is going to look after you every minute of the day, most probably

you will soon see that nobody really cares what you do. The result of this can be seen any day blazoned across the headline to the extent that it has produced a stereotyped picture of the collegian. These people have had their most important exam. They have proved that they do not possess or even have any concrete idea of the most tangible form of discipline, self-discipline. In reality, no other kind of discipline exists outside of the Marines. If all the people did possess self-discipline anarchy might work but until then it is just a hairy idea in need of a shave. You can rest assured that only a small minority of the world's people will ever have self-control of their actions so the burden of improving the lot of mankind rests with the people who have attained a true college education that has brought to their minds and souls a deep, humanizing effect and to them is handed a very large job with very little prospect of unemployment.

Your Duty Awaits

Within the first weeks of college the members of the Freshmen Class will find it their duty to elect the class officers to represent them as a body in the governmental and social functions of Salisbury State College. This task which you, the members of the class of 1970, vote to place upon the shoulders of four of your classmates carries a weight of responsibility, mature judgment, and service.

The election of freshmen class officers is no different from any other true election where the body of the people are charged with the duty of judging one of their peers for their own selfish reasons of representation. The antithesis of democratic government would be an attitude like that expressed in Shaw's statement, "That is perhaps why, like most intelligent people, I never vote." The only ones capable of making this form of government workable are the intelligent people and this fact is applicable to any election where there is a choice of candidates.

Your first duty is the selection of nominees. This is the key to worthwhile elections for candidates of quality must be placed on the ballot so that the class may make their decisions. If the first task is not done with a conscientious spirit then the election is like making a choice from among various bottles, all of them being empty.

The Beginning and the End

The freshman entering college is only concerned with the question of his immediate success and little does he realize that the job he has undertaken will never end nor will the pressure of the responsibility cease. R. Gann Lloyd explored the *Expectations and Responsibilities in Higher Education* in the February 22, 1966 issue of *School and Society*.

From the moment of admission to a college or university, students assume a life-long responsibility to project a favorable image of the institution and to assist in providing an equal or better opportunity for higher education for those who follow them. A college or university has a right to expect as much and can create an awareness of such responsibilities in its students by offering them the best possible educational and cultural opportunities. Conversely, from the moment a college or university admits students, it assumes a continuing and life-long responsibility to make available to them opportunities for intellectual growth, cultural stimulation, and advancement.

Our higher institutions will face during the next decade an inexorable challenge of numbers and more significantly, of quality education. There will be the crucial need for maximum effort on at least four essential elements of effective higher education: excellence, well-balanced programs in terms of the needs of the times, intellectual integrity, and the capacity for growth in its ability to serve present and future generations.

The alumni represents the end product of a higher education institution and in the final analysis, it is through them that the institution must be judged. An institution, therefore, may expect them to uphold the ideals and standards of their alma mater in their communities. Alumni should provide the keystone of public understanding and support of the purposes and functions of higher educational institutions through precept and example.

Alumni may reasonably desire that their institutions be operated in such manner that they can be proud of it. They legitimately may expect it to give them something to believe in—something that is greater than themselves. They justifiably may demand that it will

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"That New Morality"

[The following are excerpts taken from Russell Kirk's column "From the Academy" in the *National Review* of February 22, 1966. Mr. Kirk wrote the article after participating in a discussion at Princeton University with ultra-liberal proponents of sexual congress without benefit of clergy. His opponents represented themselves as disciples of the outstanding moral, or rather immoral, trend on the nation's campuses.]

Is the rising generation in pursuit of a "New Morality?" It has become fashionable to raise the question. Controversy about "archaic moral codes," nevertheless, is healthy in that it reminds us of enduring norms, which otherwise would be ignored; a worse fate than being attacked. Far from being moral revolutionaries, most of the college students who get up organized discussions of the "New Morality" are seeking, rather, for assurance that the Decalogue and the Sermon on the Mount, may be applied to our present discontents.

The principal founder of state-supported free schools in this land, Horace Mann, believed that the great end of public education is the moral improvement of the rising generation. This point is emphasized by Dr. Louis Filler, of Antioch College, in his recently published anthology of Mann's writings, *Mann on the Crisis in Education*. In his introduction, Professor Filler takes up his cudgel against "amorality" with vigor.

Dr. Filler writes, "Do you believe that you have a soul, or are you perhaps like the intelligent, college-bred airline hostess I met, with an M.A. in English and course credit beyond, who lives from trip to trip, with approximately one lover a year, and a program for world travel at practically no expense . . . ? She thinks she is one of a new breed of people, and that there are many people like herself, males and female, and with her general perspectives." As Dr. Filler remarks, it is all a question of whether one has a soul: No soul, no need for morality. And so, Mr. Filler concludes, we arrive at Kew Gardens and the murder of Kitty Genovese—where no one felt a moral obligation to interfere.

Nature abhors a vacuum, the morally empty human being cannot survive as a species. And the better students in college and university are waking to this hard truth.

Snakeroot, or milkwort, was once so well known as a panacea that quacks added it to all their nostrums along with such staples as snake oil and swamp water.

What is Most Important?

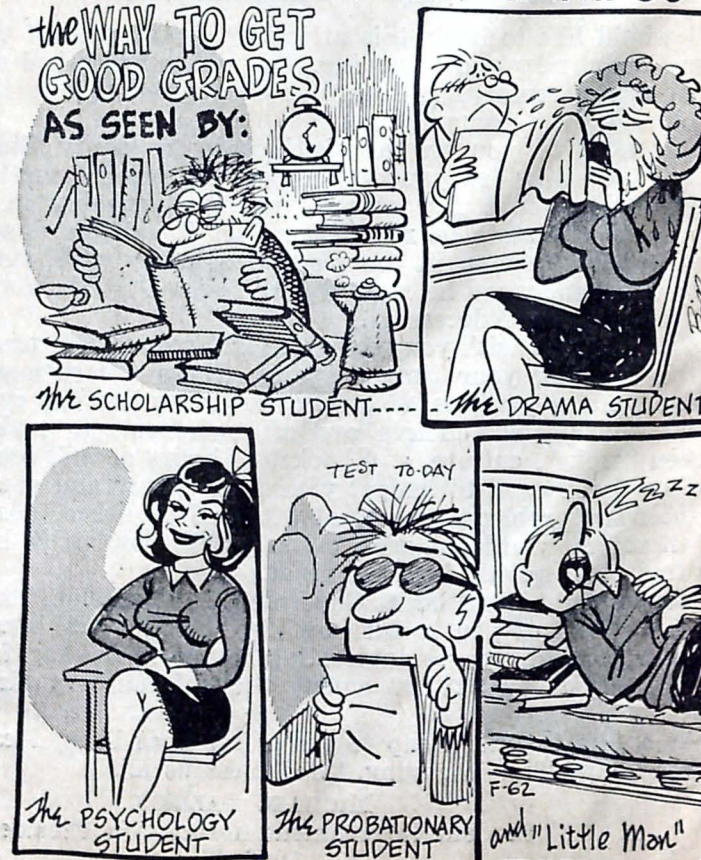
"What is most important?" That is a question that freshmen ask repeatedly when they first enter college. Some have been subjected to the much ballyhooed idea of intellectual cultivation. Others have been grade-oriented since they first entered elementary school. Regardless of the motivation or the methods used the goal remains the same: attainment of a position of security and the sweet savor of success. The key is still the same, the quest for good grades overrules the natural curiosity. A poll could be taken on college campuses to discern the motives of the people attending school and the responses could range from parental pressures to a quest for greater knowledge. If this same poll were taken with a lie detector the number of people who were classified under the heading, "After Good Grades," would be overwhelming.

Let us examine the two main types of high school graduates who go to college. First we have the student who became suspicious in high school that it was possible to attain knowledge somewhere. He enters college with a fervent heat in his brain, a glint in his eye and heads straight for the library. By the end of the first nine weeks he realizes that the library is the most deadly enemy he has on campus. It may be enlightening to explore every avenue that opens before you but that does not earn the precious little thing that keeps you in college. If anything, the spirit of compromise takes hand and the deliver decides that he must span the gap between his present precarious position and his future security. With luck this questing spirit does not die and the student applies it to his future researches. In this curiosity was a bane until it was disciplined into a useful tool of scholarship but then, what is the learning process if not a school of discipline?

Secondly we have the materialistic elements. They feel that they must have tangible proof of the work done so that they might touch it, see it, and feel it to insure themselves that they really do possess this thing called education. The materialists have little regard for the interrelations of the thoughts and actions that they study; all that matters is the test score. An acceptable rule of his game is to forget all that you have learned immediately after a test. The cardinal precept is to do that which you have to do and the hell with the rest of it. Sadly enough our society accepts and condones this idea. The materialistic achievers are looked up to and revered as examples of the good old American dream.

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LITTLE MAN ON CAMPUS



GROWTH IS KEYNOTE

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ings on campus will blossom forth with specific appellations. During 1965-66 a committee composed of the faculty, students and alumni headed by Dr. John B. May worked at selecting names. The titles were recommended by the committee to the Board of Trustees of State Colleges who will in turn hand their recommendations to the Department of Public Works which in time make public their decision.

The computing population of the college has become fixed and will likely remain so. Unlike the metropolitan and suburban colleges and universities Salisbury State does not face an overwhelming parking problem. The Eastern Shore has yet to fall under the bane of a massive, shifting, transient population. The commercial and industrial centers have shown great increases in past years but the non-hub population has remained static. Therefore in order that the College increase its enrollment, dormitory living space is necessary.

The Student Union Building is the newest complete facility on campus. Like the dormitories, that building is classified as a student-use facility and no more public funds would be henceforth available for the construction of that type of building. But in the projected planning of the College the Student Union was designed to meet future needs as well as present.

This school year marks a substantial increase in the number of faculty members. Seventeen new professors have been added to the teaching staff plus some departmental changes. The new faculty members are listed according to rank and department.

PROFESSORS

Dr. Verne van Breeman—Biology.

ASSISTANT PROFESSORS

Miss Vivian Farlow—Biology.
Mr. Jack Ransbottom—History.
Mrs. Murray Franklin—Music.
Mr. Robert Wesley—Speech.
Mr. Peter Selo—History.
Mrs. Ronald Ayres—Fifth Grade at the Campus Elementary School.

INSTRUCTORS

Mr. Manfred Ernst—English.
Mr. Patrick McGuire—Art.
Mr. Leroy Phillips—Sociology.
Mrs. Sylvia Stant Bradley—History.

Mrs. Ruth Clark—French.
Mrs. Robert Varley—Spanish.
Miss Margaret Zacharias—English.

The departmental changes are: Mr. Clinton Carroll from English to Art.

Mr. Maurice Bozman to the Education Dept. from the Fifth Grade at Campus Elementary School.

Also announced were additions to the library staff:

Mr. Keith Vail—Assistant Librarian.

Mr. George Sendall—Assistant Librarian.

These teachers bring with them many impressive credentials and accomplishments. Their varied and unusual talents will add greatly to the intellectual life of the College.

WHAT IS MOST IMPORTANT

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can way. The hallmark of a man whose education has truly affected his soul is his sense of modernization. This man lives neither in the darkness of ignorance or is blinded by the fires of superheated knowledge. He stands in the grey zone with his face to the light and holds in his hand the lamp that he uses to bring truth to the dark corners of man's ignorance. Here is a portrait of a man who is a gentleman, a scholar, and a humanitarian.

THE BEGINNING & END

(Continued from Page 2)

not waiver in its search for truth or in its integrity to scholarship and learning, and that it will provide opportunity for continuing education, continuing services for the better education of our youth, and leadership in instruction, research, and community service.

Education, especially higher learning, holds the only real solution to our continued national survival. Not only will education protect us from externally provoked devastation, but it offers the only real hope of eliminating internal corruption, racial injustice, and moral decay caused by ignorance. All components of a college or university—administrators, instructors, students, and alumni—must make it possible for it to produce well-adjusted individuals who are competent, free of fear, and willing to face the future.

FRESHMAN ORIENTATION SCHEDULE

SEPTEMBER, 1966

Sunday, Sept. 11

12:00 noon

3:00-5:00 p.m.

5:30 p.m.

7:30-9:00 p.m.

Monday, Sept. 12

7:30-8:15 a.m.

9:00 a.m.-12 N

12:30-1:00 p.m.

2:30-3:30 p.m.

4:30 p.m.-9:00 p.m.

9:00 p.m.

9:00 p.m.

Tuesday, Sept. 13

7:30-8:15 a.m.

9:00 a.m.

10:30 a.m.-12 N

12:30-1:00 p.m.

2:00 p.m.

3:00 p.m.

3:00-4:30 p.m.

5:00 p.m.

7:30-9:00 p.m.

9:00-10:00 p.m.

Wednesday, Sept. 14

7:30-8:15 a.m.

9:00 a.m.

9:30-11:00 a.m.

12:30-1:00 p.m.

1:00-5:00 p.m.

5:00 p.m.

5:30 p.m.

Thursday, Sept. 15

7:15-8:00 a.m.

8:00 a.m.

11:20 a.m.-1 p.m.

4:30-6:00 p.m.

9:00-10:00 p.m.

Friday, Sept. 16

5:30-11:00 p.m.

Saturday, Sept. 17

4:00-6:00 p.m.

8:00 p.m.

Sunday, Sept. 18

8:00 p.m.

Monday, Sept. 19

8:00-9:00 p.m.

Tuesday, Sept. 20

2:00 p.m.

5:30 p.m.

7:00 p.m.

Wednesday, Sept. 21

8:00 p.m.

Thursday, Sept. 22

8:00 p.m.

Dormitories open for Freshmen

Resident Freshmen should arrive between 12 noon and 3:00 p.m. and check in their respective dormitories.

Check out Linens - Resident Freshmen

Dinner

All Freshmen will be guests of the College in the College Dining Hall.

Freshman Symposium

All Freshmen will assemble in assigned rooms for a discussion of: **The Great Gatsby** and **The Immense Journey**.

Breakfast

Freshman Tests: Main Auditorium

Lunch

Orientation Meeting

Freshman men meet in the Campus School Auditorium.

Freshman women meet in the Main Auditorium.

Swimming Party and Picnic Supper at Canal Park.

Commuting Students Meeting - Lounge of the Student Union Building.

Dormitory Meetings: Resident Freshmen meet in their respective residence halls.

Breakfast

Freshman Registration - Main Auditorium

"Meet The Chorus" - Introduction to the College Chorus - Music Building.

Lunch

President's Assembly for Freshmen: Main Auditorium
Dormitories open for Upperclassmen

"Meet The Publications and the Players" - Introduction to the college paper and yearbook and the Sophanes Players: Student Center, Administration Building.

Dinner

Freshman Symposium

All Freshmen will assemble in the assigned areas for a discussion of **Escape From Freedom**.

Women's Resident Hall Reception: Social Room

Breakfast

Registration for Sophomores, Juniors, and Seniors: Main Auditorium

Orientation Meetings

Freshman men meet in the Campus School Auditorium.

Freshman women meet in the College Dining Hall

Lunch

Freshman Yearbook photographs: Student Center, Administration Building.

Dinner

SGA President's Dinner for Organization Presidents: Gold Room.

President's Reception for Freshmen: Social Room

Breakfast

Classes begin

Lunch

Dinner

Open House: Student Union Building

All-College Picnic, Swimming Party and Dance: Canal Park

All-College Get-Together: Athletic Field
Picnic supper and games sponsored by the Women's Athletic Association.

"Freshman Follies" - Main Auditorium

Folk Concert - Main Auditorium

All-College Assembly - Main Auditorium

President's buffet supper for SGA Board: The President's Home

SGA Board Meeting - SGA Room

President's reception for Juniors: The President's Home

President's reception for Seniors: The President's Home

EDITOR'S MESSAGE OF WELCOME

I would like to personally welcome the new members of the college community and extend my heartiest hopes for a successful year. The environment is unfamiliar as yet and the portals have just opened upon a new milieu that presages a change in your total concept of life. If my office or the facility of the newspaper can be of other service to the freshmen I would gladly welcome suggestions. The newspaper is meant to be an integral part of campus life to help bring solutions to student problems and serve as the vehicle of student opinion. I feel that the credo of the **Holly Leaf** should be student oriented and in the initial part of the school year an emphasis should be placed on the problems of the freshmen who are striving to acclimate themselves to college life.

HOLLY LEAF STAFF

Editor-in-Chief James P. Quillen
Faculty Adviser Mrs. A. L. Fleming

CAMPUS CLUBS
(Continued from Page One)

In the Men's Dormitory the governing body is the Men's Dormitory Association of which all resident men are members as long as they reside in the dormitory. Four officers are elected according to constitutional provisions. The Dormitory Council reviews infractions of dormitory rules aided by the Dean of Students. During the course of the school year the M.D.A. sponsors several events. One of these occasions is the annual Day-Dorm Football Game; a contest between the "Day-Hops" and the Dormitory men.

The Christian Association is an organization for students of all denominations who wish to deepen their spiritual life through an inter-denominational organization. The Christian Board is composed of three elected officers and two representatives from each religious group. This Board coordinates all religious groups on campus allowing for school-wide activities and assemblies. The denominational groups on campus are the Baptist Student Union, Canterbury Club, Newman Club and the Wesley Foundation.

The College Chorus welcomes any student interested in singing. Under the direction of Dr. Jessie Fleming the Chorus meets twice weekly in the Musical Arts Center as a regular class to prepare selections for presentation in programs in the college and community.

Freshmen interested in photography may avail themselves of the Photography Club to develop their skills and further their interests. The Club members serve as unofficial photographers to all the clubs on campus. Its facilities include a darkroom equipped for developing, printing and enlarging.

Membership in the Science Club is open to those with scientific interest beyond the scope of the classroom. This organization provides speakers who are authorities in their field, presentation of student research projects, and scientific tours.

The Sophanes Players is the campus theatrical group. It annually presents to the general public several plays representative of the academic theatre. Each play presented is crafted to strive for perfection in all phases of the

theatre.

The Salisbury organization of the Student National Education Association is open to all students who plan to embark upon the teaching profession. It is affiliated with the National Education Association and the Maryland State Teachers' Association through its membership in the newly organized Student Maryland State Teachers Association.

Circulo Quijote is an organization established to promote a better understanding of the Spanish-speaking people and countries throughout the world. Membership is open to all students, and knowledge of the Spanish language is not necessary.

A section of the S.G.A. Constitution stipulates that a yearbook be provided for each student of the College. *The Evergreen* is a pictorial record of the events, activities, and accomplishments of the college year. Staff membership is open to all who display interest and willingness to work.

The Holly Leaf is the campus newspaper that provides coverage on all news-worthy events, sports activities as well as student opinion. It serves as the medium of communication to the entire student body for campus organizations. Regular features include coverage and analysis of speakers, theatre and musical reviews, and guest editorials. The staff is open to those with newspaper experience or those willing to learn. Positions are appointive according to recommendation and proven ability.

Membership in the Geography Society is restricted to geography majors or students who have completed 12 credit hours in geography. The society was organized in 1962 so that students interested in the field may pursue aspects not available in the classroom.

Phi Alpha Theta is a national honorary historical society. Students having 12 credit hours of history with a 3.25 average are eligible. Each year a theme is selected and a monthly program featuring a speaker emphasizes and elucidates this theme.

The Circle K is a men's service organization on campus for the promotion of educational, social and service projects. The Circle K also participates in community services through its affiliation with the Kiwanis Club of Salisbury. Men eligible must be of good char-

acter and good scholastic standing and meet the general qualifications according to the chapter by-laws.

Education Is Losing Its Meaning

[This article is a compendium of pertinent remarks written by Edgar Z. Friedenberg in a treatise named, *Public Schools For Private Enterprise* that appeared in the Centennial Edition of *The Nation*. The theme was high school oriented but the author made some points on education in general and students in particular.]

"To educate" has become the most transitive of verbs. It is something that it always done to someone else, usually by adults to children. Long before *The Nation* was first published, the word had lost much of its original meaning of "to educate or draw out" the pupil's personal gifts and potentialities. This may possibly be what Aristotle did—rather irresponsibly—for Alexander of Macedon, later to be called the Great. It is seldom what American public schools do for the students who are obliged by law and circumstances to attend them.

Self-education, in the older, educative sense, is really no longer permitted. Our society has become too anxious for credentials to allow it; the student may read and listen on his own time, or flee the attendance-taker and the draft board by going on the road; but such self-cultivation has become eccentric and socially dysfunctional even when not strictly illegal. Students who try to practice it risk bogging down in revolt and precosity, and losing the self-esteem they started with. Education, today, means schooling. Some readers, perhaps, may find it pedantic even to suggest that it might mean anything else.

Education or schooling, has been a recurrent concern of Americans—as it must be, perhaps, to all immigrants, who can have no natural feel for their new and alien surroundings. Those who would build a New Jerusalem must arrange for instruction in Hebrew; yet, it takes a while to feel at ease in Zion. Our preoccupation with education has, however, been suspiciously protracted and obses-

REQUIREMENTS FOR BOARDING FRESHMEN

1. Attend all meals; men to wear jackets and ties for dinner.
2. Expect daily room inspection (by upperclassmen).
3. Expect daily fire drill; know proper procedures involved.
4. Be familiar with the **Handbook**, dormitory constitution, dormitory rules and regulations.
5. Memorize the Alma Mater.
6. Wear beanies (men remove them in class and for salute to the flag, singing of the "Star Spangled Banner," etc.)
7. Know the names of people in 6 rooms nearest to one assigned and where they are from.
8. Wear name tags at all times except when in dormitory room.
9. See that the telephone in your area of the dormitory is answered.
10. Prepare study schedule (2 hours of study for each hour of class) and be prepared to show it on request.
11. Be able to identify by name your faculty instructors, all College administrators, all SGA officers, and all dormitory officers.
12. Be able to identify all buildings on the campus.
13. Learn the schedule of hours for the Library.

REQUIREMENTS FOR DAY FRESHMEN

1. Be familiar with the **Handbook**.
2. Memorize the Alma Mater.
3. When on campus wear beanies (men remove them in class and for salute to the flag, singing of the "Star Spangled Banner," etc.)
4. When on campus wear name tags at all times.
5. Prepare study schedule (2 hours of study for each hour of class) and be prepared to show it on request.
6. Be able to identify by name your faculty instructors, all College administrators, and all SGA officers.
7. Be able to identify all buildings on the campus.
8. Learn the schedule of hours for the Library.

sive. This is not our usual style; our customary habit is to leap from problem to problem like a lumsy and over-confident moose, declaring each in turn to have been solved by our exceptional technical gifts and ignoring the wreckage we have strewn behind us. But we ruminate about our schools; which is to say that we have never quite been able to stomach them.

Schools, as separate, formal social institutions, do not appear in a society solely because it is growing more complex and specialized. In fact, the more complex and specialized a particular social role is the more likely it is that it will have to be mostly learned on the job. But, as Mar-

garet Mead pointed out more than 20 years ago, schools are a definite indication that a society is divisible into a dominant and a subordinate group, and that the dominant group wants to teach the subordinate group something they could not be trusted to learn themselves. Schools are expensive; . . . and when the taxpayers set them up and arrange for the young and ignorant to attend them, it is either because they anticipate that they will have to draw on their pupils in the future for the skills and attitudes necessary to maintain and expand their enterprises or they want to find some place where they keep them out of the way without having to call it a prison.

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